



State of Arizona
Department of Education

Highly Qualified Requirements in a Three-Tiered RTI Model

This guidance document was developed collaboratively by the following ADE Units/Division: Exceptional Student Services (ESS), Office of English Acquisition Services (OELAS), Title I, Title II-A, and School Effectiveness.

Tier 1: Universal Instruction

Tier 1 refers to classroom instruction for ALL students that utilizes scientifically-based research methodology & grade-level core curriculum to teach the Arizona Academic Standards.

Position & Highly Qualified Requirements (*Reading*)

- K-6th grade classroom teacher; highly qualified in Elementary content
- 7-8th grade classroom teacher; highly qualified in Language Arts/Reading

Position & Highly Qualified Requirements (*Mathematics*)

- K-6th grade classroom teacher; highly qualified in Elementary content
- 7-8th grade classroom teacher; highly qualified in Mathematics

Instructional Components:

- Grade-level reading program (minimum of 60-90 minutes per day)
- Large group instruction of skills
- Differentiated, small group instruction for application of skills, re-teaching and additional practice (may be supported by highly qualified instructional paraprofessionals)
- Flexible grouping
- On-going assessment

Title 1 Tutoring—Individual or small group instruction of specific, remedial, standards-based skills and concepts that occurs outside regular school day:

- Students who are no more than six months behind as indicated by benchmark assessments
- Additional support for differentiated instruction
- Tutoring Team may include highly qualified paraprofessionals under the direct supervision of a highly qualified classroom teacher and in close proximity to that highly qualified teacher
- Use of paraprofessionals is driven by the number of students requiring tutoring.
- Exit criteria are clearly defined

Volunteers:

- Provide only enrichment for **ALL** students.



State of Arizona
Department of Education

Highly Qualified Requirements in a Three-Tiered RTI Model

Tier Two: Targeted Intervention

Position & Highly Qualified Requirements (**Reading**):

- Highly Qualified Reading Interventionist (must hold Reading Endorsement or the equivalent if a charter school teacher)
- Classroom teacher (hold the Reading Endorsement or the equivalent if a charter school teacher)
- Special education teacher who holds the Reading Endorsement
- High school teachers assigned to teach a remedial/intervention reading class (whether or not credit is given) must be a Highly Qualified Reading Interventionist (must hold the Reading Endorsement or the equivalent if a charter school teacher)

Position & Highly Qualified Requirements (**Mathematics**):

- Highly Qualified K-8 Math Interventionist*
- Classroom teacher; highly qualified as a K-8 Math Interventionist
- Special education teacher; highly qualified as a K-8 Math Interventionist
- High school teachers assigned to teach a remedial/intervention Mathematics class (whether or not credit is given) must be highly qualified in Mathematics

Instructional Components:

- Homogeneous grouping
- Sustained intensive intervention (instruction is differentiated, scaffolded, and targeted, based on the needs of individual students)
- Use of intervention and content materials that support Tier 1 instruction
- Additional 30 minutes of instruction per day
- Bi-weekly progress monitoring at skill level
- Exit criteria is clearly defined

**Highly Qualified Math Interventionist Requirements:*

Bachelor's Degree

Valid AZ Teaching Certificate (except regular education charter school teachers)

Math Content Competency as demonstrated by:

Passed the Middle Grades Mathematics Subject Knowledge AEPA/NES exam test **OR**

Passed the Mathematics Subject Knowledge AEPA/NES exam **OR**

Holds an advanced degree in Mathematics **OR**

Passed an out-of-state reciprocal exam **OR**

Major/24 hours in Mathematics **OR**

Holds National Board Certification in Mathematics (Early Adolescence Certificate) **OR**

Mathematics K-8th Endorsement awarded after June 30, 2011



State of Arizona
Department of Education

Highly Qualified Requirements in a Three-Tiered RTI Model

Tier 3: Strategic Intervention

Tier 3 refers to a small percentage of students who are 2-3 years below grade level and have received Tier 1 and Tier 2 supplementary instruction but continue to have difficulty mastering necessary skills.

- Sustained intensive intervention (Instruction is more explicit, more intensive and taught based upon a diagnostic assessment)
- Homogeneous grouping
- Add additional 30 minutes of instruction per day beyond Tiers 1 and 2
- Weekly progress monitoring at skill level
- Exit criteria is clearly defined

Position & Highly Qualified Requirements (**Reading**):

- Highly Qualified Reading Interventionist (must hold Reading Endorsement or the equivalent if a charter school teacher)
- Classroom teacher (holds the Reading Endorsement or the equivalent if a charter school teacher)
- Special education teacher who holds the Reading Endorsement
- High school teachers assigned to teach a remedial/intervention reading class (whether or not credit is given) must be a Highly Qualified Reading Interventionist (must hold the Reading Endorsement or the equivalent if a charter school teacher)

Position & Highly Qualified Requirements (**Mathematics**):

- Highly Qualified K-8 Math Interventionist
- Classroom teacher who is highly qualified as a Math Interventionist
- Special education teacher who is highly qualified as Math Interventionist
- High school teachers assigned to teach a remedial/intervention Mathematics class (whether or not credit is given) must be highly qualified in Mathematics



State of Arizona
Department of Education

Highly Qualified Requirements in a Three-Tiered RTI Model

Special Education

Special Education services are considered the highest and most intensive level of student support.

“Utilizing a RTI framework across educational disciplines, as well as grade levels, is synergistic with the No Child Left Behind Act of 2001, and promotes the idea that schools have an obligation to ensure that all students participate in strong instructional programs that support multi-faceted learning.”

Tier 1:

Tier 1 refers to classroom instruction for ALL students, including students with disabilities, that utilizes scientifically-based research methodology and core curriculum to teach the Arizona Academic Standards. http://www.osepideasthatwork.org/toolkit/pdf/RTI_SLD.pdf

Tier 2:

Tier 2 refers to students, including those with disabilities, who need focused supplemental instruction. Students are one to two years below grade-level or consistently fail Tier 1 benchmarks.

- “Tier 2 intervention is for those students for whom Tier 1 instruction is insufficient and who are falling behind on benchmark skills and require additional instruction to achieve grade-level expectations.”
- “Tier 2 is small-group supplemental instruction (ratio of up to one teacher to five students, 1:5) provided by a specialist to students who fail to make adequate progress in the general classroom.”

http://www.osepideasthatwork.org/toolkit/pdf/RTI_SLD.pdf

Tier 3:

Tier 3 refers to a small percentage of students, including those with disabilities, who are two to three years below grade level and have received Tier 1 and Tier 2 supplementary instruction but continue to have difficulty mastering necessary skills.

Certification and Highly Qualified Requirements for SPED Teachers (PreK-12)

Position & Highly Qualified Requirements (Special Education- “Non-Teacher of Record”):

- *Early childhood SPED*- Holds a valid Early Childhood Special Education certificate **OR** a valid Special Education certificate (CC, ED, LD, OI, OHI, ID or Sever/Profound) and the Early Childhood Endorsement **OR** a valid Special Education certificate (CC, ED, LD, OI, OHI, ID or Sever/Profound) and the Early Childhood Special Education certificate.



State of Arizona
Department of Education

Highly Qualified Requirements in a Three-Tiered RTI Model

- *K-6 Special Education Teacher*- Highly qualified/appropriately certified in Special Education Cross-Categorical (or any other of the following: ED, LD, OI, OHI or ID)
 - Reading Endorsement preferred
 - K-8 Mathematics Endorsement (issued after June 30, 2011) preferred
- *7-8 Special Education Teacher*- Highly qualified/appropriately certified in Special Education Cross-Categorical (or any other of the following: ED, LD, OI, OHI or ID)
 - Reading Endorsement preferred
 - K-8 Mathematics Endorsement (issued after June 30, 2011) preferred
- *9-12 Special Education Teacher*- Highly qualified/appropriately certified in Special Education Cross Categorical (or any other of the following: ED, LD, OI, OHI or ID)
 - Highly qualified in English or Mathematics preferred
 - Reading Endorsement preferred

Position & Highly Qualified Requirements (Special Education- “Teacher of Record”):

- *Early Childhood SPED*- Holds a valid Early Childhood Special Education certificate **OR** a valid Special Education certificate (CC, ED, LD, OI, OHI, ID or Sever/Profound) and the Early Childhood Endorsement **OR** a valid Special Education certificate (CC, ED, LD, OI, OHI, ID or Sever/Profound) and the Early Childhood Special Education certificate.
- *K-6 Special Education Teacher*- Appropriately certified in Special Education Cross Categorical (or any other of the following: ED, LD, OI, OHI or ID) **AND** highly qualified in Elementary content
 - Reading Endorsement preferred
 - K-8 Mathematics Endorsement (issued after June 30, 2011) preferred
- *7-8 Special Education Teacher*- Appropriately certified in Special Education Cross-Categorical (or any other of the following: ED, LD, OI, OHI or ID) **AND** highly qualified in Elementary content or Middle Grade Mathematics or Middle Grade Language Arts/Reading dependent on teaching assignment
 - Reading Endorsement preferred
 - K-8 Mathematics Endorsement (issued after June 30, 2011) preferred
- *9-12 Special Education Teacher*- Appropriately certified in Special Education Cross Categorical (or any other of the following: ED, LD, OI, OHI or ID) **AND** highly qualified in English or Mathematics dependent on teaching assignment.
 - Reading Endorsement preferred



State of Arizona
Department of Education

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Structured English Immersion Classroom

A teacher in a Structured English Immersion (SEI) classroom who teaches all four hours of the ELD block is not required to have a Reading Endorsement, but must be highly qualified in the content area as follows:

- Elementary content (K-6)
- Language Arts/Reading/English (7-8)
- English (9-12)

A teacher in a Structured English Immersion (SEI) classroom must also have the appropriate Arizona teaching certificate and hold a SEI, BLE or ESL Endorsement. Charter school teachers are not required to hold an Arizona teaching certificate for this position, but they must have the equivalent to an SEI Endorsement.

A teacher who only instructs the reading portion of the four hour ELD block must be a Highly Qualified Reading Interventionist (must hold the Reading Endorsement or the equivalent if a charter school teacher).

ELD students exiting the four hour SEI block may initially be placed in Tier 2 intervention for more focused supplemental instruction.



State of Arizona
Department of Education

Highly Qualified Requirements in a Three-Tiered RTI Model

Instructional Paraprofessionals

The use of instructional paraprofessionals in a Title I school-wide or Title I targeted programs is governed by Section 1119 of ESEA (reauthorized in 2002). Section 1119 of ESEA indicates that “a paraprofessional may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher.”

Additional Guidance:

- The highly qualified teacher plans the instructional support activities for the highly qualified paraprofessional to carry out, and then evaluates the achievement of students with whom the paraprofessional is working.
- The teacher designs and selects the assessments to be utilized with students and then determines what the results mean for instruction.
- The paraprofessional works in close and frequent proximity with the teacher. The paraprofessional's role is to collaborate with the teacher, provide directions for the assignments to the students based on teacher instructions, facilitate the instructional activity with the students and provide the teacher with feedback on the progress of students with the activity.